

**Kindergarten Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	K.W.1.1 Students are able to write a simple sentence using phonetic spelling. <i>To meet this standard, students may:</i> <ul style="list-style-type: none"> • generate an oral story about personal experiences; • use pictures and words to tell a story.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	K.W.2.1 Students are able to put letters together to express thoughts. <i>To meet this standard, students may:</i> <ul style="list-style-type: none"> • begin to use elements of the writing process (for example: brainstorming, discussion, drawing, sharing work through reading or displaying).
(Application)	K.W.2.2 Students are able to use a variety of words to expand vocabulary.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	K.W.3.1 Students are able to write upper and lower case letters as appropriate. <ul style="list-style-type: none"> • write first and last name.
(Application)	K.W.3.2 Students are able to write a simple sentence using phonetic spelling. <i>To meet this standard, students may:</i> <ul style="list-style-type: none"> • use space between words; • write using left to right, top to bottom progression.

**Kindergarten Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	K.W.4.1 Students are able to retell or restate what has been seen or heard. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> gather information from pictures, books, and videos to enhance writing; create sentences or word representations to explain events.

Kindergarten Writing Performance Descriptors	
Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none"> write complete thoughts; summarize what has been seen or heard.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none"> use a variety of words to expand vocabulary; write upper and lower case letters; write a simple sentence using phonetic spelling; retell or restate what has been seen or heard.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none"> express meaning through pictures and isolated letters; recognize the letters of the alphabet; communicate personal experiences through oral expression.

**Kindergarten Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	K.L.1.1 Students are able to follow various one- and two-step directions.
(Application)	K.L.1.2 Students are able to take turns in conversations and large group situations.
(Knowledge)	K.L.1.3 Students are able to identify appropriate listening behaviors. For example: eye contact, quiet bodies, not talking

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	K.L.2.1 Students are able to identify personal information. (for example: 911, home phone number).
(Comprehension)	K.L.2.2 Students are able to state what makes various audio or visual presentations appealing. (for example: color, sound effects).
(Application)	K.L.2.3 Students are able to use patterns and visual organizers to remember everyday information. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • recite alphabet song and poetry; • use job board, helper chart, centers.

**Kindergarten Listening and Viewing
Performance Descriptors**

Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none">• follow multi-step directions;• apply personal information in a variety of situations;• restate what others say to demonstrate recall.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none">• follow one- and two-step directions;• take turns in conversations and group situations;• use personal information for a variety of purposes;• describe what makes various audio or visual presentations appealing;• use patterns and visual organizers to remember everyday information.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none">• follow simple directions;• identify visual organizers that are used in the classroom;• take turns in conversations.

**Kindergarten Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	K.S.1.1 Students are able to express experiences and ideas in an informational context. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • retell an experience in logical sequence (for example: show and tell, sharing time, star of the week); • participate in choral speaking; • recite short poems, rhymes, songs, and stories with repeated patterns.
(Application)	K.S.1.2 Students are able to use words to describe/name numbers, colors, size, shape, location, people, places, things and actions.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	K.S.2.1 Students are able to use complete sentences when speaking.
(Knowledge)	K.S.2.2 Students are able to follow simple rules of conversation by taking turns.
(Knowledge)	K.S.2.3 Students are able to recognize that body movements and facial expressions represent feelings.
(Application)	K.S.2.4 Students are able to use visual aids when presenting in front of a group. For example: pictures, objects

**Kindergarten Speaking
Performance Descriptors**

Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none">• express many ideas and experiences in a logical sequence;• have an expanded vocabulary;• recite short poems, rhymes, songs and stories.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none">• express experiences and ideas in a logical sequence;• use descriptive words;• follow simple rules in conversations;• use complete sentences;• use visual aids when presenting in front of a group;• recognize that body movements and facial expressions represent feelings.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none">• express personal experiences;• follow, with support, simple rules of conversation.

First Grade Writing Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.W.1.1 Students are able to use text and illustrations to express thoughts and ideas. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • write brief narratives describing personal experiences; • write a story with a beginning, middle, and end.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	1.W.2.1 Students are able to contribute ideas to writing. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • participate in the writing process through shared and interactive writing (for example: teacher-led brainstorming, webbing, mapping to generate topics).
(Application)	1.W.2.2 Students are able to use descriptive words in writing. For example: The big, black cat ran down the long street.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.W.3.1 Students are able to write complete, simple sentences. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • use a period; • use a capital at the beginning of a sentence; • use correct spelling of grade level words in final copy; • use word family pattern rules (for example: man, can, fan).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.W.4.1 Students are able to write to retell information and ideas. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • use writing to understand various topics in science, social studies and mathematics; • use books and other media to gather information to write about

	life situations.
First Grade Writing Performance Descriptors	
Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none"> • use text to express thoughts and ideas; • organize a variety of information and ideas through writing.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none"> • use text and illustrations to express thoughts and ideas; • use descriptive words in writing; • write complete sentences using initial capital and end period; • write to retell information and ideas.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none"> • use illustrations and phonetic spelling to create simple stories; • retell information and ideas.

First Grade Listening and Viewing
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.L.1.1 Students are able to follow two- and three-step directions.
(Knowledge)	1.L.1.2 Students are able to recognize the importance of focusing on a speaker when listening.
(Application)	1.L.1.3 Students are able to respond appropriately to non-verbal signals. For example: street crossings, flashing lights, streetlights

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.L.2.1 Students are able to use pertinent personal information. For example: address, emergency information
(Knowledge)	1.L.2.2 Students are able to recognize the difference between true and false information.
(Application)	1.L.2.3 Students are able to ask appropriate questions related to the topic.
(Application)	1.L.2.4 Students are able to repeat directions.
(Application)	1.L.2.5 Students are able to use graphic organizers to remember pertinent information. For example: calendar, Venn diagrams, word webs

**First Grade Listening and Viewing
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none"> • follow directions consistently; • use visual organizers to remember pertinent information; • respond to the speaker with non-verbal responses; • compare related information from audio and visual presentations; • use graphic organizers to arrange information.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none"> • follow two- and three-step directions; • recognize the importance of focusing on the speaker; • respond appropriately to non-verbal signals; • identify personal information to be used for a variety of purposes; • recognize the difference between true and false information; • ask questions; • repeat directions; • use graphic organizers to remember information.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none"> • follow one- and two-step directions; • identify good listening skills.

**First Grade Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	1.S.1.1 Students are able to tell stories in a logical order or sequence. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> participate in a variety of oral language activities (for example: role playing, pantomime, choral speaking).
(Application)	1.S.1.2 Students are able to use specific language to convey a message. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> describe personal experiences.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.S.2.1 Students are able to adapt and change oral language to fit the situation. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use appropriate voice when asking and responding to questions in small group settings; recognize appropriate language to be used with a variety of audiences (for example: child to child, adult to child).
(Application)	1.S.2.2 Students are able to express ideas in complete and clear sentences.
(Application)	1.S.2.3 Students are able to use facial expressions as a means of non-verbal communication.
(Application)	1.S.2.4. Students are able to use visual aids when speaking. For example: pictures, drawings, objects

**First Grade Speaking
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none">• relate ideas in a logical order and sequence;• use a wide range of vocabulary to convey a message;• use appropriate voice when asking and responding to questions.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none">• tell stories in a logical order and sequence;• express ideas in complete and clear sentences;• use specific language to convey a message;• adapt or change oral language to fit the situation;• use facial expressions as a means of non-verbal communication;• use visual aids when speaking.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none">• tell stories;• model the use of specific language to convey a message;• use visual aids.

Second Grade Writing
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.W.1.1 Students are able to write short stories, paragraphs, and poems to express ideas. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> present in a logical sequence (beginning, middle, end); connect related ideas.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.W.2.1 Students are able to generate various forms of writing. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use the writing process to create stories, friendly letters, personal narratives, and informational pieces (for example: prewriting, drafting, revising, editing, publishing).
(Application)	2.W.2.2 Students are able to use descriptive detail and a variety of sentence types. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use declarative, interrogative, imperative, and exclamatory sentences.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	2.W.3.1 Students are able to use correct grammar, punctuation, and spelling when editing written expression. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> distinguish between complete and incomplete sentences; use correct grammar; capitalize one-word proper nouns; use a question mark and exclamation point; apply spelling strategies to spell new words; apply a known word to spell an unknown word (for example: make/lake); use knowledge of regular spelling patterns (for example: CVC, CVCE, CVVC).

**Second Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.W.4.1 Students are able to write in all subject areas. To meet this standard students may: <ul style="list-style-type: none"> • use information from various texts to support conclusions; • condense, combine, and order information in written work.

**Second Grade Writing
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none"> • write stories, multiple paragraphs, and poems to express ideas; • generate a wide variety of forms of writing; • write organized, complete thoughts; • use conventions consistently; • write to explain key concepts in various subject areas after reading a variety of informational texts.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none"> • write short stories, paragraphs, and poems to express ideas; • use descriptive detail and a variety of sentence types to generate various forms of writing; • use conventional mechanics and spelling when editing written expression; • write to explain key concepts in various subject areas after reading informational text.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none"> • write short stories and poems to express ideas; • recognize various forms of writing; • begin to recognize conventional mechanics and spelling when editing written expression; • begin to write in various subject areas.

**Second Grade Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.L.1.1 Students are able to follow three- and four-step directions.
(Application)	2.L.1.2 Students are able to face the speaker for the duration of communication.
(Analysis)	2.L.1.3 Students are able to observe and note gestures and facial expressions used by the speaker.

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.L.2.1 Students are able to find and use different types of information. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • compare related information from different sources (for example: internet, CD Rom, television, videos).
(Application)	2.L.2.2 Students are able to ask appropriate questions to clarify information.
(Application)	2.L.2.3 Students are able to restate oral information in a logical and understandable sequence.
(Application)	2.L.2.4 Students are able to apply graphic organizers to remember and organize pertinent information. For example: T-chart, story map

**Second Grade Listening and Viewing
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none">• summarize information from a variety of sources;• ask different types of questions for various purposes;• use appropriate words and expressions when responding to the actions or statements of others.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none">• follow three- and four-step directions;• note non-verbal gestures and expressions;• compare related information from different sources;• ask appropriate questions;• restate information;• use graphic organizers to clarify information;• find and use different types of information.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none">• follow directions;• retell what others say;• discuss information from a single source;• ask questions;• find different types of information.

**Second Grade Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.S.1.1 Students are able to present information on various topics using facts and details. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • create and participate in oral dramatic activities.
(Application)	2.S.1.2 Students are able to organize and convey a message and check for listener understanding.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.S.2.1 Students are able to use oral language appropriate for the audience. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • make simple introductions and greetings using appropriate language; • interact appropriately in formal and informal speaking situations with peers and adults.
(Application)	2.S.2.2 Students are able to use an expanded speaking vocabulary. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • use subject/verb agreement when speaking.
(Application)	2.S.2.3 Students are able to use body movements and facial expressions to communicate.
(Application)	2.S.2.4 Students are able to use visual aids in oral presentations. For example: pictures, props
(Knowledge)	2.S.2.5 Students are able to identify conditions that are beneficial to the listener and speaker. For example: proximity, voice, tone, volume

**Second Grade Speaking
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • use correct grammar in oral communication; • select and use appropriate facts and details to support their presentation; • use an expanded vocabulary to describe specific interests and knowledge; • demonstrate conditions when presenting that are beneficial to the listener and speaker.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • present on various topics using appropriate facts and details; • organize and convey a message and check for listener understanding; • make simple introductions using appropriate language; • use an expanded speaking vocabulary; • use oral language appropriate for the intended audience; • use body movements and facial expressions as a means of communicating; • identify conditions that are beneficial to the listener and speaker.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • present on a topic using facts and details; • participate in oral dramatic activities; • imitate introductions; • begin using an expanded speaking vocabulary; • use non-verbal communication to express themselves.

Writing Standards K-2

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Kindergarten	First Grade	Second Grade
K.W.1.1 (Application) Write a simple sentence using phonetic spelling.	1.W.1.1 (Application) Use text and illustrations to express thoughts and ideas.	2.W.1.1 (Application) Write short stories, paragraphs and poems to express ideas.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Kindergarten	First Grade	Second Grade
K.W.2.1 (Knowledge) Put letters together to express thoughts.	1.W.2.1 (Comprehension) Contribute ideas to writing.	2.W.2.1 (Application) Generate various forms of writing.
K.W.2.2 (Application) Use a variety of words to expand vocabulary.	1.W.2.2 (Application) Use descriptive words in writing.	2.W.2.2 (Application) Use descriptive detail and a variety of sentence types.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Kindergarten	First Grade	Second Grade
K.W.3.1 (Application) Write upper and lower case letters as appropriate.	1.W.3.1 (Application) Write complete, simple sentences.	2.W.3.1 (Analysis) Use correct grammar, punctuation, and spelling when editing written expression.
K.W.3.2 (Application) Write a simple sentence using phonetic spelling.		

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Kindergarten	First Grade	Second Grade
K.W.4.1 (Knowledge) Retell or restate what has been seen or heard.	1.W.4.1 (Application) Write to retell information and ideas.	2.W.4.1 (Application) Write in all subject areas.

Listening and Viewing Standards K-2

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Kindergarten	First Grade	Second Grade
K.L.1.1 (Application) Follow various one- and two-step directions.	1.L.1.1 (Application) Follow two- and three-step directions.	2.L.1.1 (Application) Follow three- and four-step directions.
K.L.1.2 (Application) Take turns in conversations and large group situations.	1.L.1.2 (Knowledge) Recognize the importance of focusing on a speaker when listening.	2.L.1.2 (Application) Face speaker for the duration of communication.
K.L.1.3 (Knowledge) Identify appropriate listening behaviors.	1.L.1.3 (Application) Respond appropriately to non-verbal signals.	2.L.1.3 (Analysis) Observe and note gestures and facial expressions used by the speaker.

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Kindergarten	First Grade	Second Grade
K.L.2.1 (Knowledge) Identify personal information.	1.L.2.1 (Application) Use pertinent personal information.	2.L.2.1 (Application) Find and use different types of information.
K.L.2.2 (Comprehension) State what makes various audio or visual presentations appealing.	1.L.2.2 (Knowledge) Recognize the difference between true and false information.	2.L.2.2 (Application) Ask appropriate questions to clarify information.
K.L.2.3 (Application) Use patterns and visual organizers to remember everyday information.	1.L.2.3 (Application) Ask appropriate questions related to the topic.	2.L.2.3 (Application) Restate oral information in a logical and understandable sequence.
	1.L.2.4 (Application) Repeat directions.	2.L.2.4 (Application) Apply graphic organizers to remember and organize pertinent information.
	1.L.2.5 (Application) Use graphic organizers to remember pertinent information.	

Speaking Standards K-2

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Kindergarten	First Grade	Second Grade
K.S.1.1 (Comprehension) Express experiences and ideas in an informational context.	1.S.1.1 (Knowledge) Tell stories in a logical order or sequence.	2.S.1.1 (Application) Present information on various topics using facts and details.
K.S.1.2 (Application) Use words to describe/name numbers, colors, size, shape, location, people, places, things, and actions.	1.S.1.2 (Application) Use specific language to convey a message.	2.S.1.2 (Application) Organize and convey a message and check for listener understanding.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Kindergarten	First Grade	Second Grade
K.S.2.1 (Application) Use complete sentences when speaking.	1.S.2.1 (Application) Adapt and change oral language to fit the situation.	2.S.2.1 (Application) Use oral language appropriate for the audience.
K.S.2.2 (Knowledge) Follow simple rules of conversation by taking turns.	1.S.2.2 (Application) Express ideas in complete and clear sentences.	2.S.2.2 (Application) Use an expanded speaking vocabulary.
K.S.2.3 (Knowledge) Recognize that body movements and facial expressions represent feelings.	1.S.2.3 (Application) Use facial expressions as a means of non-verbal communication.	2.S.2.3 (Application) Use body movements and facial expressions to communicate.
K.S.2.4 (Application) Use visual aids when presenting in front of a group.	1.S.2.4 (Application) Use visual aids when speaking.	2.S.2.4 (Application) Use visual aids in oral presentations.
		2.S.2.5 (Knowledge) Identify conditions which are beneficial to the listener and speaker.